

North Walsall Area Panel

**Agenda
Item No.**

DATE: 2 February 2016

Walsall Education Performance

Portfolios: Councillor E. Hughes – Care and Safeguarding
Councillor Towe – Learning, Skills and Apprenticeships

Report:


At the previous meeting on 17th November 2015 Members requested that the theme for the next meeting would be an update on schools in North Walsall (the school improvement strategy).

Recommendations:

That:

The Panel note the content of the report and comment as appropriate.

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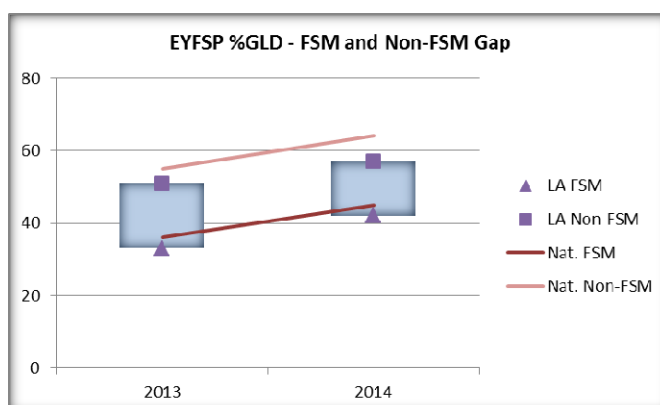
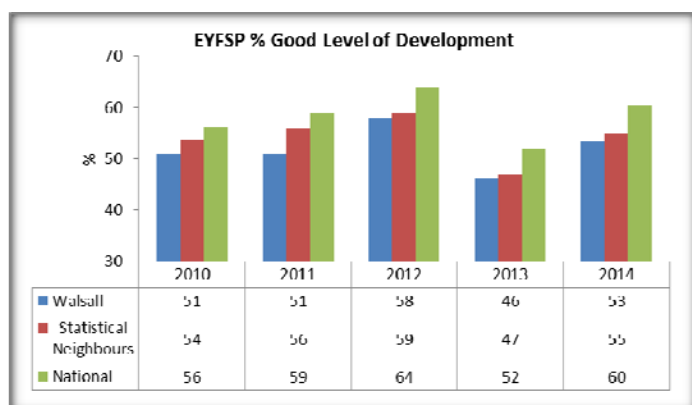
Briefing Note: Walsall Educational Performance

Context

- Walsall is a smaller than average local authority with 119 schools, 2 Pupil Referral Units and around 49,000 pupils.
- Walsall ranks 118th of 152 local authorities for income deprivation affecting children index. One in three children lives in poverty. Central and western parts of the borough are typically more deprived than the east. However, while some parts of the borough such as Blakenall are among the most deprived in the country, others rank within the very least deprived. The percentage of pupils eligible for pupil premium within the borough is above the national average.
- Of the 119 schools 7 are special schools and provide education for children and young people with a wide range of additional needs. Walsall has 8 nursery schools, 72 primary schools and a further 14 primary academies. At secondary level there are 4 local authority maintained schools and a further 14 secondary academies, two of which are selective grammar schools.
- Walsall has a large FE College that caters for around 7500 post-16 students and also has a University Technology College that serves students ages 14-19.
- The percentage of pupils that have English as an additional language within the borough has risen year on year for the past 5 years. This proportion is above the national level across both primary (Walsall 24%, national 18%) and secondary (Walsall 16%, national 13.6%) phases of education and the range of languages now spoken in Walsall is broadening each year.
- 66% of pupils are White British and other well represented ethnic groups include Asian Pakistani (10%), Asian Indian (8%), and Asian Bangladeshi (3%).
- In Walsall, overall absence is 5.6% compared to the national figure of 5.3%. School absence figures range from 2.6% to 11.1%. The rate of persistent absentees is 5.5% in Walsall compared to the national figure of 4.6%. School figures range from 0.6% to 21.7% (2012-2013 academic year)
- The percentage of fixed term exclusions in Walsall is 4.53%, one percentage point higher than the national figure of 3.52%. Permanent exclusions in Walsall are 0.13% compared to 0.06% nationally. (2012-2013 academic year)

Early Years Foundation Stage

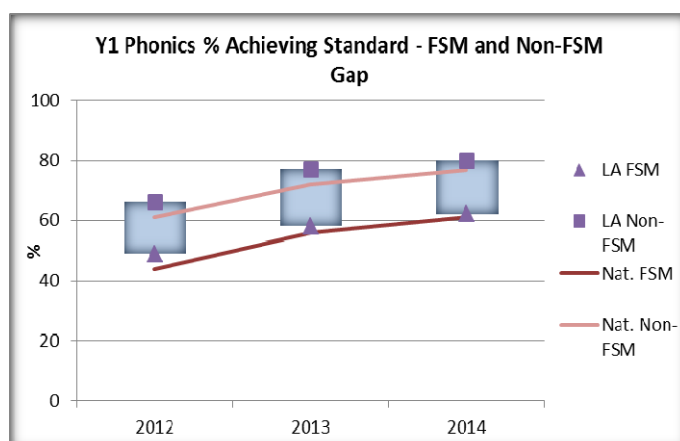
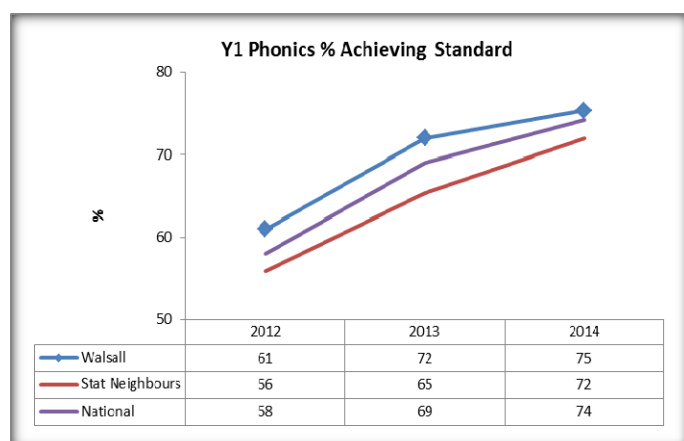
- The percentage of pupils achieving a 'Good Level of Development' (GLD) within Walsall has significantly improved by 7% from 46% in 2013 to 53% in 2014. However, national outcomes for this measure have improved by 8% this year from 52% to 60%, further widening the gap to national by one percentage point from 6% in 2013 to 7% in 2014.
- The percentage of Walsall pupils who are eligible for Free School Meals who achieved a good level of development increased by 9 percentage points, from 33% in 2013 to 42% in 2014. This is line with the trend shown nationally where the same rate of improvement has been made. The achievement gap between FSM and Non FSM pupils in Walsall has successfully declined from a gap of 18% in 2013 to a gap of 15% in 2014. This is significantly better than the national gap of 19% which is unchanged from 2013.



- The percentage of Asian pupils who achieved a good level of development has increased significantly in Walsall by 13 percentage points from 45% in 2013 to 58% in 2014. In comparison, our statistical neighbours have improved by 7% from 40% to 47% with the national performance improving by 10% from 47% in 2013 to 57% in 2014. Looking at the attainment between Asian pupils and All Pupils in Walsall the gap is positive with Asian pupils in Walsall exceeding the overall Walsall average by 5 percentage points. This establishes Asian pupils as the highest performing ethnic group at Foundation Stage.
- The percentage of White pupils who achieved a good level of development in Walsall has increased slightly by 3 percentage points from 50% in 2013 to 53% in 2014. However, Walsall is still well below our comparators, with the gap between Walsall and national increasing from 3% in 2013 to 9% in 2014.

Phonics

- This is the third year of the phonics screening test and the pass mark of 32/40 has remained the same since 2012. The percentage of pupils in Walsall working at the expected level has increased by 3% from 72% to 75% in 2014. This outcome is above national, and has been since the tests inception in 2012.
- In Walsall 62% of pupils eligible for Free School Meals achieved the required standard in phonics decoding in 2014. This shows a significant increase of 13 percentage points from 2012 where 49% of FSM pupils achieved the required standard. Walsall is also 1% above the national performance and 2% above statistical neighbours.
- The Year 1 phonics attainment gap between pupils eligible and not eligible for Free School Meals in Walsall has successfully narrowed from 2013 by one percentage point to a gap of 18%. This is two percentage points wider than the national gap of 16% however which has remained unchanged from 2013.

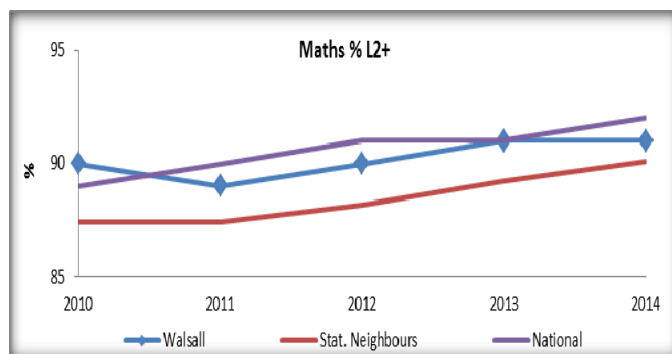
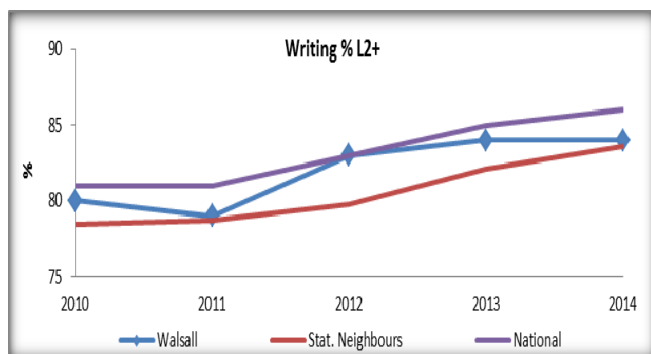
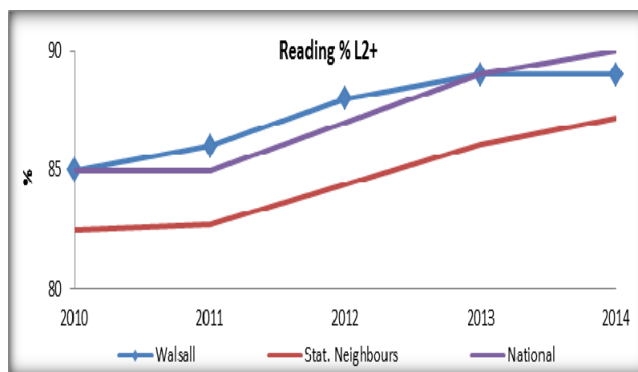


- The performance of Black heritage pupils in Walsall has consistently improved over time. Results in Phonics have increased by 5 percentage points from 77% in 2013 to 82% in 2014. In comparison National and statistical neighbours have improved by 10% and 5% over the same period. 2014 attainment in Walsall is 6 percentage points higher than the national average of 76%. The attainment gap between black heritage pupils and all pupils in Walsall shows that Black pupils have achieved 7% higher than the overall Walsall average.

Key Stage One

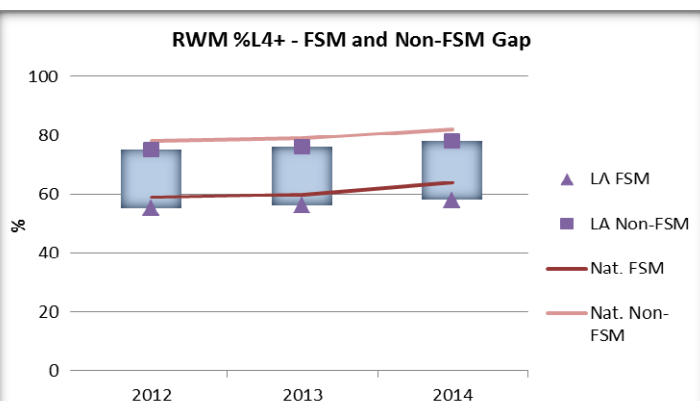
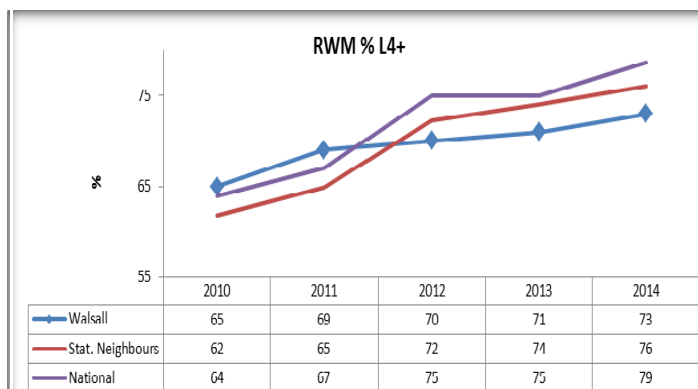
- Outcomes for KS1 Level 2+ remain the same as in 2013 with reading at 89%, writing 84% and maths 91%. Nationally results for this measure have improved slightly by 1% across all three core subjects, and therefore a gap has emerged to national of 1% in reading and maths and widened to 2% in writing. Walsall outcomes however are higher than our statistical neighbours for all 3 subjects.
- The percentage of pupils achieving Level 2B+ in reading improved by 1% to 80%, in writing by 3% (to 66%) and in maths by 2% (to 77%). These improvements were matched at a national level so the 4% gap in writing and 3% gap in maths between Walsall and national are unchanged from 2013.
- At Level 2+ Walsall's attainment in Reading for pupils eligible for Free School Meals is higher than the national average by one percentage point at 81%. Attainment for Writing (73%) and Math's (84%) is just lower

than the national average by one percentage point but Walsall are higher than our statistical neighbours across all subjects



Key Stage Two

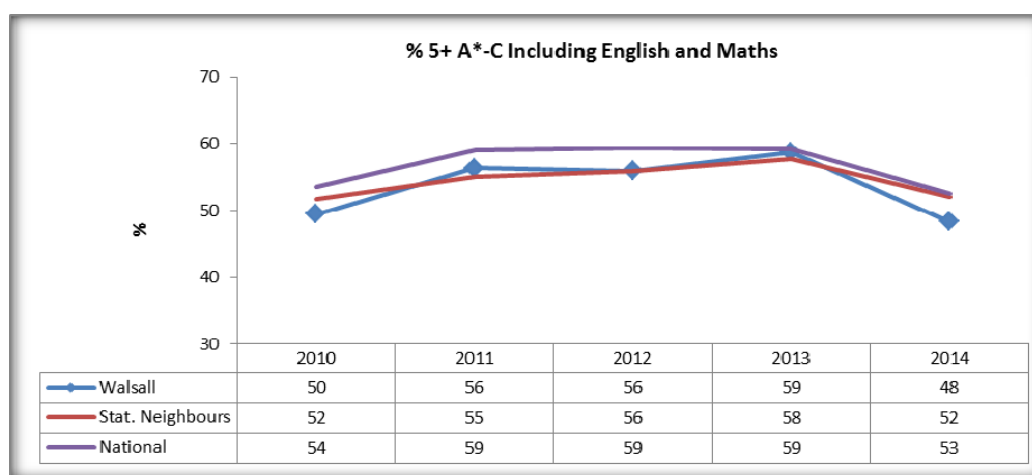
- Outcomes for KS2 Level 4+ reading, writing and maths combined (RWM) improved in Walsall by 2% in 2014 rising from 71% to 73%. Nationally outcomes for Level 4+ for RWM combined improved by 3% to 79%, widening our gap to national to 6%.
- Two levels progress has improved slightly for reading and writing but has declined by 3% in maths. The percentage of pupils achieving two levels progress declined from 87% in 2013 to 84% in 2014, unlike national results which increased from 88% to 89%. For writing, two levels progress Walsall improved by 2% (to 92%) reducing the gap to national (93%) to just 1%. Walsall also improved by 1% for reading two levels progress going from 88% in 2013 to 89% in 2014, but the gap to national has increased due to national results increasing by 3% to 91%.
- The percentage of pupils eligible for free school meals working at level 4 + in combined Reading, Writing and math's has increased in 2014 from 55% in 2013 to 58% in 2014. The gap to National however has increased from 4% to 6%. The Walsall attainment gap between pupils who are eligible for Free School Meals and those who are not remains unchanged for the past 3 years at 20%. This is two percentage points wider than the National gap of 18%.
- Those pupils classified as from a disadvantaged background (FSM Ever 6 and Children Looked After) have performed better at Key Stage Two than in 2013. 61% of pupils achieved Level 4 or above in combined Reading, Writing and maths which is a 3 percentage point increase from last year's figure of 58%. The attainment gap between those disadvantaged pupils and other pupil has successfully declined from a 21% gap in 2013 to a 20% gap in 2014. The national gap has declined by two percentage points from 18% in 2013 to 16% in 2014.



- The percentage of Walsall pupils with a statement of SEN achieving level 4+ in Reading, Writing and maths has declined by 2 percentage points from 11% in 2013 to 9% in 2014. This is well below the performance of statemented pupils nationally where results have improved by 1 percentage point from 14% to 15%.
- The percentage of SEN pupils without a statement achieving the Level 4+ Reading, Writing and maths threshold in Walsall remains unchanged at 30%. Nationally results have improved from 38% in 2013 to 42% in 2014. Having closed the gap between SEN and Non SEN pupils in 2013 to 55% the Walsall SEN gap has now widened by 2 percentage points to 57% in 2014. This is 5% wider than the national gap of 52%.
- After showing great improvement in 2013, the percentage of Black heritage pupils in Walsall who achieved level 4+ in Reading, Writing and maths has declined by 5 percentage points from 78% in 2013 to 73% in 2014. Nationally attainment for Black heritage pupils has improved by 3% with statistical neighbours improving by 4%. The Walsall gap to National has now moved from 4% above national in 2013 to below national by 4% in 2014.

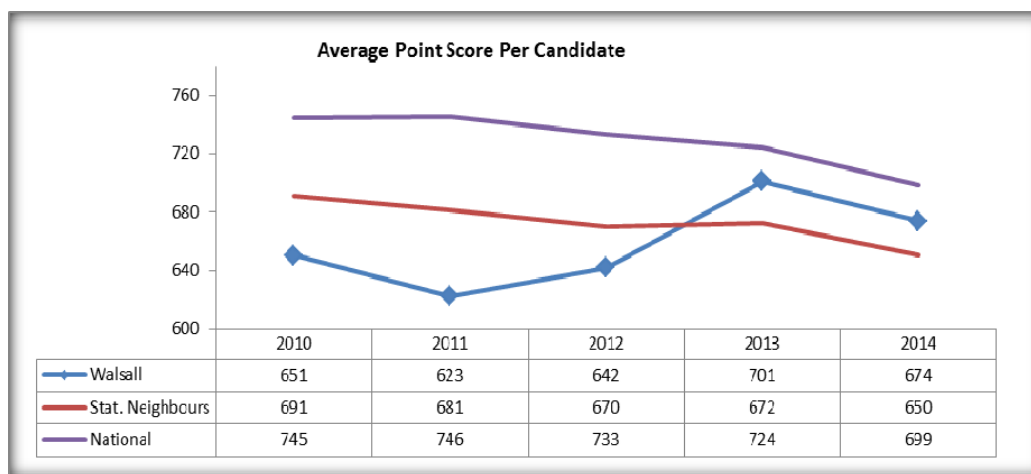
Key Stage Four

- This year has seen significant changes to the GCSE specification and how the results are then subsequently reported in the DfE league tables. Students' first result rather than their best result are now counted, therefore eliminating from the performance tables any improvement in grades from students re-sitting one or more of their GCSE exams. Last year Walsall closed the gap to national for 5+ A*-C including English and mathematics with 59% achieving. This year we have seen an 11% decline in 5+ A*-C including English and mathematics with Walsall's proportion of pupils attaining dropping to 48%. The national performance has seen a decline of 7% from 59.2% to 52.6%.
- Students making the expected 3 Levels progress has also declined in English and maths by 4% and 10% respectively. Nationally, 3 levels of progress in English has slightly increased by 0.5% however expected progress in maths has declined by 5%.
- The DfE are due to publish data based on pupil characteristics in January 2015. A more detailed analysis of vulnerable groups at Key Stage Four will then follow.



Key Stage Five

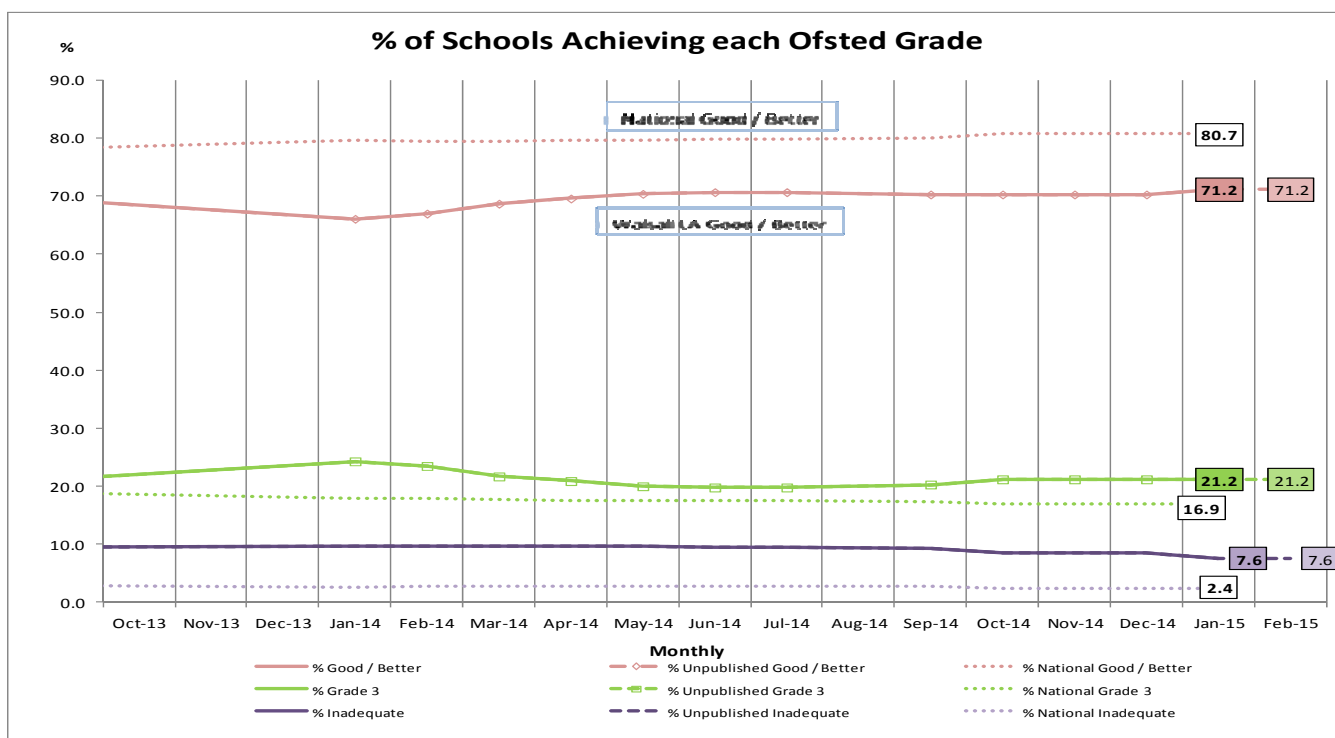
- Up to 2013, results for schools have shown a general improvement for average points per candidate (PpC) and average points per entry. In 2014 however, points per candidate declined 27 points to 674 but this remains higher than both statistical neighbours and the West Midlands average. This decline is in line with the national performance where results have declined by 26 points from 724 in 2013 to 699 in 2014.
- Points per entry remained at 208 the same as in 2013. Nationally APS per entry was 213.4 a small decline of 0.3 points from 2013.



Ofsted Judgements – As of the 16-01-2015

- Compared to this time last year Ofsted Judgements of schools have seen an improving trend. In December 2013, 65.5% of Walsall schools were good or better. The current position in Walsall shows 71.2% of schools overall are good or better.
- Nationally 81.4% of Primary pupils and 71.6% of Secondary pupils are judged as attending a good or better school. This data is accurate up until the 31st August 2014. In Walsall the current up to date figures are 69.0% of Primary pupils and 58.7% of Secondary pupils attend a good or better school.
- From September this year, two primary schools have moved from an inadequate rating to Good, meaning 68.3% of Walsall primaries are now rated good or better compared to 81.5% nationally.
- 4 Secondary schools are currently rated Inadequate, all of which are Sponsored Led Academies. This is based on data as of the 16th January 2015 and results in 57.9% being rated as Good or Better, compared to 71.6% nationally.

Published- % of Schools									
1 inspection has been recorded this month.									
Phase	Governance	Outstanding / Good	Outstanding	Good	Requires Improvement	Inadequate	Total Inspections	No Data	Total No.
Nursery - LA Maintained		100% (8)	100% (8)	-	-	-	8	-	8
Primary	LA maintained	70.8% (51)	15.3% (11)	55.6% (40)	22.2% (16)	6.9% (5)	72	-	72
	Academy Sponsor Led	33.3% (1)	-	33.3% (1)	66.7% (2)	-	3	3	6
	Academy Converters	57.1% (4)	28.6% (2)	28.6% (2)	42.9% (3)	-	7	-	7
Primary Overall		68.3% (56)	15.9% (13)	52.4% (43)	25.6% (21)	6.1% (5)	82	3	85
Secondary	LA maintained	50% (2)	-	50% (2)	50% (2)	-	4	-	4
	Academy Sponsor Led	25% (2)	-	25% (2)	25% (2)	50% (4)	8	-	8
	Academy Converters	100% (7)	57.1% (4)	42.9% (3)	-	-	7	-	7
Secondary Overall		57.9% (11)	21.1% (4)	36.8% (7)	21.1% (4)	21.1% (4)	19	-	19
Special - LA Maintained		100% (7)	28.6% (2)	71.4% (5)	-	-	7	-	7
PRU - LA Maintained		100% (2)	-	100% (2)	-	-	2	-	2
Overall	LA maintained	75.3% (70)	22.6% (21)	52.7% (49)	19.4% (18)	5.4% (5)	93	-	93
	Academy Sponsor Led	27.3% (3)	-	27.3% (3)	36.4% (4)	36.4% (4)	11	3	14
	Academy Converters	78.6% (11)	42.9% (6)	35.7% (5)	21.4% (3)	-	14	-	14
All schools Overall		71.2% (84)	22.9% (27)	48.3% (57)	21.2% (25)	7.6% (9)	118	3	121



Outcomes	% of schools good or better	% of pupils attending a good or better school
National	80.7%	76%
Walsall	71.2% (84)	65.6% (31234)
Gap to National	-9.5% (11)	-10.4% (4948)
No. schools/pupils needed to reach	Primary: 9 Secondary: 2	Primary: 2782 Secondary: 2166



Walsall Council

Children's Services

School Improvement Strategy

2015 to 2020

Walsall School Improvement Strategy

‘Aspire, Achieve, Believe.’

In 2014 the Walsall School Improvement strategy outlined the vision and priorities for school improvement across Walsall. The commitment for collaborative working was established and three key objectives were identified

- all children and young people in Walsall to experience good or outstanding education
- to raise aspirations and expectations and achievement throughout the learning community of Walsall
- every learner to develop world class aptitudes, qualifications and skills for employability and life.

These objectives remain key to this new four year Walsall School Improvement Strategy and are underpinned by **three guiding principles** and supported by focused service delivery plans.

- Working together to enhance the education experiences and outcomes of children and young people
- Early intervention and inclusive practice
- Building a sustainable model of improvement.

In June 2014 the Local Authority arrangements for supporting school improvement were inspected by HMI and areas for improvement were identified. Over this past year a focused Acton Plan has helped the LA to make significant improvements in many aspects but it is now time to look to the longer term strategy and how success can be ensured in each of the key objectives outlined above.

The summer 2015 provisional results showed that despite attainment of our children and young people remaining below national average at the end of each key stage, the rate of improvement is faster than that found nationally.

This four year Walsall School Improvement strategy therefore outlines our ambition and commitment to secure an improvement in the life chances of our children and young people in Walsall.

To achieve the key objectives, schools, other educational establishments, families and other partners need to work together to view good and outstanding education as a ‘right’ for all our children and to ensure they develop the attributes to study and enter employment as highly skilled and valuable members of the workforce.

The school improvement team within the LA continue to work to improve the areas identified by Ofsted in 2014 and in doing so are contributing to the success of this Walsall School Improvement Strategy.

- The leadership capacity in our schools must be made stronger
- Achievement of our children and young people at all ages and stages (and particularly at 11, 16 and 18) must improve.
- The gap in achievement between our most vulnerable children and young people and their peers must be reduced
- Employability skills must be taught and developed including the importance of resilience, reliability punctuality and attendance
- Partnerships with HE/FE and local and national business/employers must be developed to help.

The action plan for delivery of this strategy will continue to be updated annually and will be supported by focused service delivery plans against which progress will be rigorously reviewed and evaluated. The strategic evaluation of the success of all school improvement is monitored by an external professional body known as the Education Challenge Board (ECB). Members of this board have a range of professional backgrounds and their aim is to hold senior leaders in the School Improvement team to account for improvement and progress to agreed targets.

Guiding principle 1: Working together to enhance the educational experiences and outcomes of children and young people.

By July 2015 the proportion of pupils attending good and outstanding schools was 8.4% below national, corresponding to eleven schools (nine primaries and two secondaries) needing to move to good or better. To achieve the key objective of all children and young people experiencing good and outstanding education, an additional 25.6% of schools in Walsall need to improve.

This is a significant challenge but remains a key focus for improvement. To achieve this, the partnership working model between school, the LA and other providers is being developed. This will ensure bespoke and targeted support is available to address leadership issues and to secure improvement in teaching.

Leadership at all levels in schools is regularly reviewed and models of good practice shared. Through partnerships between schools and with the teaching schools alliances, the capacity for leadership development is being enhanced. Those schools identified as causing concern (i.e. those underperforming or coasting schools) are supported and monitored. They receive enhanced support from the LA following a rigorous banding exercise in which the school leaders, including governors participate.

The shared ownership of the outcomes for pupils will be promoted with headline data showing the outcomes for different clusters of schools. The sharing of good practice is growing within the school community with increasing engagement of the Walsall Link website.

Guiding principle 2: Early intervention and inclusive practice

The school improvement team works in partnership to support schools with transition arrangements, safeguarding, attendance, behaviour and welfare. The proposal to align SEN support more closely with SEN provision in schools will help to raise the profile and expectations of these pupils in mainstream schools who until now have significantly underachieved when compared to their peers.

The EYFS team have been successful in developing support programmes to ease the transition of the youngest children into school. Through engagement with children's centres, pre-school settings and the families of these children, they are raising the profile and importance of key learning attitudes so the children are 'school ready'.

Guiding principle 3: Building a sustainable model of improvement

Inevitably, as in any large organisation there is a need to provide value for money and in order to make the significant financial savings required in the next few years this third principle of sustainability is key. School Improvement services will be reviewed over the coming academic year and will be further refined and reviewed during the lifetime of this Walsall School Improvement Strategy to ensure that they are fit for purpose within an ever changing national agenda including the development of more sponsored academies and substantial changes to assessment and inspection arrangements. Sector led improvement is continuing to develop and is supported and promoted by members of the School Improvement team and through the Walsall Link website, where good practice is being shared via case studies. In this transition period, the role of the local authority will become more about validating good practice and brokering school to school support and less about providing direct services to schools beyond the statutory functions.

Consultation

This concise update of the original (January 2014) strategy has been the subject of much discussion with stake-holder groups including:

- The Headteacher and Governor Working Group
- The Education Challenge Board

- The local authority School Improvement team.

Related documents

Whilst this strategy sets out the overview and direction of travel, operational details are articulated in a series of connected plans and protocols, including:

- The School Improvement Action Plan (to be updated annually)
- Related service delivery plans (listed at the end of the main Action Plan.
- School Improvement team handbook (updated autumn 2015).
- Protocol for working with academies (draft for discussion - October 2015)
- Terms of reference for the Education Challenge Board (contained within the main Action Plan).

Success criteria:

Schools:

1. The proportion of schools judged to be good or outstanding (including those good schools which remain good in the 2015 Ofsted framework) increases at a faster rate than national and statistical neighbours.
2. By July 2019 the proportion of good or outstanding schools matches or exceeds the national average.
3. For those schools inspected, a year on year increase in the percentage of good or better leadership and achievement grades.
4. By July 2017 no school in Walsall is judged to be grade 4 by Ofsted.

Pupil outcomes:

These measures will be finalised once the national comparators are clear, but will include the following as a starting point:

1. Early Years Foundation Stage – By July 2017 the proportion of pupils reaching a Good Level of Development matches or exceeds the national average.
2. Phonics – The proportion of pupils reaching the expected standard in the phonics screening check continues to exceed national.
3. Key Stage 1 – The proportion of pupils reaching the expected standard in Reading, Writing and Mathematics increases faster than national each year so that by 2018 the proportion working at this level matches or exceeds national average in all subjects.
4. Key Stage 2 achievement – to reach or exceed national expectations by July 2018 for Reading, Writing and Mathematics.

5. Key Stage 2 attainment – to reach or exceed national expectations by July 2018. In July 2016 the gap to national will be no greater than 4%. In July 2017 the gap will be no greater than 2%.
6. Key Stage 4 – to meet or exceed national expectations by July 2018.
7. Key Stage 5 – to meet or exceed national expectations by July 2018.
8. To improve the outcomes of vulnerable and disadvantaged pupils and narrowing the gap between their and the rest of pupils' attainment by July 2018..
9. Attendance (including persistent absence) and exclusions to meet or be better than the national average by July 2018..
10. The proportion of young people entering higher education, further education, training and apprenticeships – to be at or better than the national average by July 2018..
11. The proportion of young people who are NEET to be at or lower than the national average by July 2018.

School support capacity at a glance – October 2015

Accredited leaders - primary

NLEs

Mr Simon Griffiths

LLEs

Miss Anji Richards – Meadow View JMI

Mrs Brett Westwood – Park Hall Infant

Mr Max Vlahakis – Alumwell Junior

Mr Kevin Mee – St Joseph's Catholic

NLGs

Mr Jeremy Bench – Barr Beacon

Mr Tony Beason - Lindens

Shortheath federation
Lane Head Nursery
Rosedale CE Infant
Shortheath Junior

Bentley federation
Bentley West
Primary
King Charles
Primary

Alumwell federation
Alumwell Junior
Butts Primary

**Blue Coat
federation**
Blue Coat Infant
Blue Coat Juniors

Accredited leaders - secondary

NLEs

Dame Mo Brennan – Barr Beacon

Dr Alison Bruton – Queen Mary's High

Mr Billy Downie – Streetly

LLEs

Mr Keith Whittlestone – Joseph Leckie

Mr Gary Crowther – Shire Oak

Mr David Mountney – Aldridge

NLGs

Mr Roland Roberts – Streetly

HMI school to school support groups.

Primary:

- Brownhills West, Leighswood, Cooper and Jordan
- Caldmore, St James, Greenfield
- Short Heath Junior, Fibbersley Park, Mirus.
- Hillary, Salisbury, Pinfold Street .
- Holy Trinity, St Josephs, St Thomas of Canterbury

Secondary:

- Pool Hayes, Grace, St Thomas More
- Aldridge, St Francis of Assisi

NAHT school review cluster

Bluecoat federation
Blackwood
Meadow View JMI

IEBs Chaired by NLGs

- Bloxwich
- Lodge Farm
- Palfrey Junior

Academy sponsors.

- Academy Transformation Trust – Jubilee
- E-Act Academy Trust – Reedswood, West Walsall, Willenhall.
- Education Central – Edgar Stammers
- Elliot foundation – Croft, Rough Hay
- Erudition Schools Trust – Charles Cuddy Walker
- Windsor Academy Trust – Goldsmith, Rivers
- Grace Foundation – Grace Academy Darlaston
- Matrix Academy Trust - Mirus
- Mercers' Company – Walsall Academy
- Ormiston Trust – Shelfield
- St Chad's MAT – Birchills CE, Blue Coat CE (sec)

Additionally Resourced Provision in mainstream

ASD – Rushall, Busill Jones, Pool Hayes Arts

SLCN – Rushall, Busill Jones, Pool Hayes Arts

SpLD (dyslexia) - Shire Oak, St Francis of Assisi (sec)

PD – Lindens, Streetly

HI – Bentley West